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| **Class/Group:** | P7 | **Lesson:** | French – Colours | **Date:** |  |

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| **Previous Experience:** Children have learnt basic vocabulary only, such as: Hello/Goodbye; How are you? and response; My name is...; I live in...; numbers 1-20;  The context for Modern language in the coming lessons will be ‘Belle et la Bête’. Knowledge learnt through this colours lesson will support the children whilst learning Clothes, Appearance, furniture, About Town, Directions, Hobbies and Food. | | | | |
| **Working towards outcomes of a curriculum for Excellence:**   * “I can participate in familiar collaborative activities including games, paired speaking and short role plays” LMAN 2-05b. * “I can use my knowledge about language and pronunciations to ensure that others can understand me when I read aloud or say familiar word phrases and short texts” LMAN 2-07b * “I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far”. * This lesson has expressive arts links also. | | | | |
|  | | **Assessment** | | |
| **Learning Intentions**  Children will learn masculine and feminine singular colour vocabulary. | | **Success Criteria**   * Correctly pronounce masculine/feminine vocabulary * Identify colour word mentally when seeing coloured items. * Read masculine and feminine words and identify their coordinating colour. | **Methods**   * All children will be questioned in plenary: “Can you say a colour with correct masculine/feminine term?” If not, can you name 3 colours?” * Observing if children recognise their colour during games * Observing children during teaching time to recognise if children are mispronouncing words. | |
| **Timing** | **Setting the Context/Beginning the Lesson (Introduction)**   * Sit children in 2 rows in gym hall, share WALT and WILF vocally. * Reveal to children a flashcard with a coloured blob, picking a pupil wearing the colour to hold it. Teacher say the word, with varying tones, pitches, volumes, speeds etc, and children repeat each time back (LISTENING) (SPEAKING). * Do this for all seven colours stated in Learning Intentions.   **Teaching the Learning Intentions (Development)**   * Divide the children into 7 groups, each group having the same gender if possible – preferably mixed ability groups. Give each group a buzzword, a word which they have previously learnt, e.g. salut, bonjour, etc. * Teacher reveals French flashcards with written words but un-matching colours. Children guess, on behalf of their group, what the word says and if the colour coding is correct (READING). If the colour coding is incorrect, children try to name what the word should say. Before answering, children say their buzzword. * Groups are then given a colour name and stand, colours mixed, in a large circle. One child should stand in the middle, state a chosen colour (SPEAKING) and those of that colour run around the circle (LISTENING), back in their space and try to reach the middle first, shouting their colour when they arrive in the middle (SPEAKING). First child in can choose a new colour. If pronunciations difficult, repeat to child or suggest ideas. * Play again using coloured items – run through these with children first. * Sit children in two rows again, teacher show pupils flashcards with masculine and feminine vocabulary - all with font coloured appropriately. (READING) * Say and repeat to children, as done previously. (SPEAKING) * Pupils sit in 7 lines vertically at one end of the gym hall. All the first children given the same colour, all the second children the same colour and so on. However, the groups are gender divided so some will be listening (LISTENING) for the feminine vocabulary, and some the masculine. Be clear to children if their line is masculine or feminine. * The teacher can either state a masculine colour, a feminine colour, followed by an action. E.G. Running, hopping, skipping, wheel barrow (if two colours named), heel/toe walking, dancing etc. * Teacher can also hold up coloured items; here children will look at the coloured item and identify if it is their coloured word.   **Ending the Lesson (Plenary)**   * Ask children to lie on the floor in a space with their eyes closed. Teacher names all children, one by one, asking each to say 4 French words they have learnt today, and what they mean in English. When they do this, each child can line up quietly by the door ready to return to the classroom. * N.B. Some children may find this particularly challenging, praise them for what they have remembered, showing you are pleased. | | | **Resources** |
| 00.00 – 00.08  00.08 – 00.10  00.10 – 00.15  00.15 – 00.23  00.23 – 00.27  00.27 – 00.35  00.35 – 00.45  00.45 – 00.50 | 7 flashcards with a different colour on each and masculine vocabulary on the back.  French flashcards with French colours written, but with an un-matching coloured font  Coloured items – clothes etc.  Masculine flashcards from above along with flashcards which have feminine terms on them.  All resources previously used. |